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ABSTRACT

Because of disequilibrium in the 1970s between Australia's supply of and demand for teachers, there has occurred a gradual increase in part-time teaching in elementary and secondary schools. This has included job sharing and, especially in South Australia, permanent part-time teaching (PPTT). PPTT is defined as employment for at least two school days per week with fixed hours, prorated salaries and fringe benefits, and normal job and promotion rights. Potential part-timers include teachers with differing training, lifestyle, or career needs. A survey of 653 New South Wales secondary teachers and administrators in 17 urban and rural public schools sought information on respondents' personal characteristics (age, sex, marital status, teaching experience, spouse employment, and child dependents), administrative status, and perceptions of PPTT's impact on working conditions, teacher supply and demand, teaching and administrative effectiveness, and social interaction. Statistical analysis using correlation coefficients and analysis of variance yielded 19 conclusions about teachers' attitudes toward PPTT, including that males more strongly support PPTT, that administrators impute higher costs to PPTT, that teachers see more benefits than costs from PPTT, and that PPTT would improve working conditions. (Author/RW)

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ATTITUDES TOWARDS PERMANENT PART TIME TEACHING (P.P.T.T.): A N.S.W. PERSPECTIVE

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E.R.D.C. JOB SHARING STUDY
(SECONDARY SCHOOLS) 1981. PART II.

A research paper presented at the 51st ANZAAS Conference, Organizational Studies Subsection, Brisbane, QLD, May 11-15, 1981.

I. SUPPLY OF AND DEMAND FOR TEACHERS: TOWARDS EQUILIBRIUM

The disequilibrium between supply and demand for standard hours employment that prevails in the Australia economy generally also exists in the education labor market. In the early 1970's the number of new teachers to be recruited by school authorities was equivalent to approximately 20 per cent of the teacher workforce in the previous year. Most of these new teachers were needed to replace staff who had temporarily or permanently left the teaching workforce. In fact a Tertiary Education Commission Report (1979) showed that in 1974 the teacher market was in such a state of undersupply that 6010 teachers were contracted from overseas to work in Australia and this was equivalent to 44 per cent of teacher education graduates in the previous year.

Since 1974 however this disequilibrium has been so dramatically reversed that under existing teacher/pupil ratios Australia has an oversupply of teachers. In 1981 Australian teachers are seeking employment in New Zealand and as far afield as Zimbabwe. Precise figures on the level of teacher unemployment are difficult to determine as government and teacher union estimates differ dramatically. To illustrate this discrepancy Gallagher (1979: 3) noted that according to the Commonwealth Employment Service there were 2,531 people registered as unemployed and seeking teaching jobs in August 1979 in Australia. However, these estimates were not in agreement with estimates provided by the various teacher unions where in N.S.W. alone in 1979 the N.S.W. Teachers Federation estimated that 6,000 qualified teachers were unemployed or underemployed in this same period.

Most recently the N.S.W. Teacher's Federation estimated that as at March 10 1981 there were 4035 secondary, 6305 primary teachers, and 193 T.A.F.E. teachers unemployed in N.S.W. These figures contradict the estimates

presented by the Correy Committee Report for N.S.W. (1980) where for 1981 the estimates ranged from 3940 to 8040 depending on the assumptions they utilized to obtain their projections.

Two major studies on supply and demand for teachers have recently been published in Australia. One, a national study undertaken by the Tertiary Education Commission (1979), examined the supply of and demand for new teacher graduates in the 1980's. The second, a study conducted by the N.S.W. Department of Education (1979) examined the supply or and demand for teachers in N.S.W. in the 1980's. Both of these studies emphasized the disequilibrium in the teacher education market, and both studies recommended placing restrictions on organizational intakes for teacher training institutions over the next decade if equilibrium was to be restored. The central weakness of both of these studies was their inability to recognize anything other than a 'standard hours' model of employment for teachers. This limitation was emphasized by Turner (1980: 70) who critically reviewed the Correy Report in N.S.W. and suggested that flexible employment structures had been totally overlooked as an option contributing towards restoration of equilibrium in the teacher education market. Turner (1980: 70) commented on this report as follows:

> The key to flexibility would deem to be to employ all new teacher graduates immediately (or as many as make themselves available). This could be done by a new and systematic (rather than an historically based) use of more teachers on a part time basis.

If teacher unemployment levels are maintained at a high level in the future, then alternative models for teacher employment warrant consideration. One significant innovation may be the development of PPTT positions in schools.

PPTT: The evolution of a new form of employment

Unlike other sections of the economy the education market has not experienced a revolution in part-time positions, rather it has been more of an evolutionary process. According to the A.B.S., in 1978 there were 9,850 teachers working part-time in government primary and secondary schools across Australia, or 7 per cent of the total teaching force. In non-government schools part-time teachers comprised 19.5 per cent of the teaching force.[1] In the Technical and Further Education sector 30 per cent of teaching hours were carried out by part-time staff (40 per cent in N.S.W.).[2] In the Universities and Colleges of Advanced Education 10 per cent of teaching staff were working part-time.[2] Thus although in total part-time teachers represent a significant minority of the teaching force, there is considerable potential to introduce innovative employment practices in education.

A number of terms have been presented to define employment options available with the generic term of 'part-time employment'. Two of the most frequently used terms are job sharing and permanent part time teaching. Although the two terms may be closely related it is important to differentiate some of the assumptions inherent in each concept.

Job Sharing. A number of definitions of job sharing have been presented in the literature. To use one example, Olmsted (1977: 78) presented the following definition of job sharing:

> A shared job is a voluntary work arrangement in which two people hold responsibility for what was formerly one full-time position. Salary and fringe benefits are prorated according to time worked ... Depending on how much cooperative interaction the job requires, it can be viewed as having been either split or shared.

A related concept is 'tandem teaching' which is a system that has been implemented in Canberra. Under this proposal jobs are shared on a part-time

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1. A.B.S. Schools 1978.
2. Year Book of Australia, 1979, pp.238-242.

basis between partners, however there is no job security or prorating of fringe benefits.

Permanent Part Time Teaching. The definition provided by the N.S.W. Teachers Federation (1979) outlines an important distinction between PPTT and job sharing:

> Permanent part-time employment shall be employment for the equivalent of at least two school days per week (that is, at least twelve hours per week) on a continuous basis where the hours of work are fixed and constant. A permanent part-time position is to be regarded as an office in its own right, the only difference being the number of hours worked.

The important difference is that a PPTT position is 'an office in its own right' and thus unlike job sharing there is no need for a 'partnership' arrangement for work allocation. However, with the exception of South Australia, most part-time employees do not have permanent status in that provision has not been made to pro-rate salary and fringe benefits (sick leave, long service leave, maternity leave, study leave, short/special leave, and superannuation) according to the time worked. Similarly, policies on incremental progression, appeal rights and promotion procedures have not been determined. It is important to emphasize that in all cases these permanent part-time teachers are to be considered supplementary to, rather than competitive with, full time teaching positions. Such jobs would be designed to remove the temporary nature and lack of job security from casual part-time teaching.

South Australia has shown leadership in this field of developing flexible employment patterns. Within the South Australian Public Service many employees are now working on some form of permanent part-time basis. Similarly within the education workforce similar innovative work patterns have been implemented and a committee comprising members of the South Australian Institute of Teachers, South Australian Department of Education

and the Public Service Board are currently monitoring the success of this innovation.

The Potential Part-Time Workforce for Education

In a recent report, Ford (1978: 8-10) identified a number of broad categories of individuals who may want to teach in a permanent part-time capacity:

(1) Teachers whose lifestyle has been affected by changing social values. This category may include: (a) the "dual career family" where both husband and wife are committed to a career, but they want to share child minding responsibilities; (b) married women who desire to pursue a career, but who are unable to work full time because of the role conflict of mother/wife/worker; (c) single parents who want to continue in their career, and maintain their family commitments, (financial considerations may out way this option); (d) teachers wanting to experiment with alternative lifestyles and develop new interests.

(2) Teachers who once would have sought leave, or resigned for a variety of reasons, but who now find themselves locked into the system because of the tight labor market. This category could include: (a) teachers with particular skills, who may want to pursue their interests and in so doing bring greater expertise to their teaching e.g. art, pottery and industrial arts teachers. (b) teachers who may be able to obtain complementary work in the private sector e.g. economics and accounting teachers may obtain work in business or government service.

(3) Teachers who view permanent part-time work as an alternative to retrenchment in early retirement. This category would include: (a) teachers involved in severe physical crisis e.g. following a severe illness, car accident, heart attack etc. (b) teachers experiencing severe emotional crisis, e.g. divorce, death in the immediate family. (c) teachers who may have a

specific domestic problem, e.g. a handicapped child or an ageing parent.
(c) teachers in the pre-retirement years who would like to be phased into retirement so that they can develop new interests.

(4) Those desiring to enter the teaching profession. The experience gained from a permanent part-time position would be extremely beneficial for any teacher who obtained a full time position at a later date. This category would include the rapidly increasing number of unemployed teaching graduates.

This list is not intended to be exhaustive but it does serve to identify some of the potential members of the permanent part-time workforce for education.

II. TEACHERS ATTITUDES TOWARDS PPTT IN N.S.W. SECONDARY SCHOOLS: RESEARCH DESIGN

The Study

Along with the numerous benefits which can be associated with PPTT in education, there may be some disadvantages or costs. Clearly then, the feasibility of introducing PPTT into school systems on a large scale will be significantly influenced by the degree of acceptability of this work concept by teachers and administrators.

This study sought to investigate teacher's attitudes towards PPTT and the perceived effects of PPTT upon: -

1) Working Conditions for Teachers.
2) Supply of and Demand for Teachers.
3) Teaching and Administration of Schools.
4) Social Relationship and Interaction.

A review of the related literature[3] also suggested that the following

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3. See bibliography.

variables may be significantly associated with teachers attitudes towards PPTT: age, sex, years of teaching experience, marital status, employment status of spouse and number of dependent children 18 years of age or less living at home.

Instrument Development. A questionnaire was developed after an extensive literature review was undertaken. The instrument was designed to investigate teachers attitudes towards PPTT and the perceived effects of PPTT on the following areas: teachers working conditions; supply or and demand for teachers; teaching and administration of schools; social relationships and interaction. A pilot study was undertaken using a sample of 85 respondents. This data was used to improve the content and the construct validity of the items within the questionnaire.

The Sample. The total population of government secondary schools within the Hunter Region was identified. The total population of state secondary schools as sampling units revealed that there were 17 urban secondary schools in this region, employing 1052.6 secondary teachers. In addition there were 15 rural secondary schools employing 778.0 secondary teachers. A sample of urban and rural schools was selected, without replacement, by using a Random Numbers Table. A sampling fraction of 50 per cent was employed to generate the sample sizes outlined in Table 1. The importance of this topic to teachers is reflected in the very high percentage of useable returns obtained in this study. The total return rate of 70.34 per cent comprised an urban return rate of 68.45 per cent and a rural return rate of 72.98. This was extremely high considering the data was gathered in November/December 1980 which is the end of the academic year for secondary teachers and this is a period when many teachers are heavily burdened with administrative tasks.

Respondent Profile. The data presented in Table 2 reveals that the

Table 1

Strata 1: Urban Respondents

	School	Sample Size	Useable Returns
(5)	Glendale H.	57.0	42
(14)	Newcastle H.	71.6	47
(11)	West Wallsend H.	45.0	36
(7)	Lambton H.	57.0	43
(9)	Swansea H.	59.0	31
(17)	Warners Bay H.	66.0	42
(15)	Wallsend H.	52.4	32
(13)	Jesmond H.	65.0	46
(4)	Gateshead H.	69.0	52
	Total	542.0	371

Note: (1) Overall return rate of useable returns for the urban sample was 68.45 per cent.

(2) The sample of schools was selected (without replacement) by using the Random Numbers Table. A sampling fraction of (approx.) 50% was used (542/1052.6).

Strata 2: Rural Respondents

	School	Sample Size	Useable Returns
(1)	Booragul H.	50.2	50
(11)	Scone H.	46.0	31
(7)	Kurri H.	58.0	29
(9)	Muswellbrook H.	55.0	51
(13)	Maitland Boys H.	64.5	32
(6)	Gloucester H.	40.0	37
(3)	Dungog H.	32.5	31
(4)	Forster H.	40.2	21
	Total	386.4	282

Note: (1) Overall return rate of useable returns for the rural sample was 72.98 per cent.

(2) The sample of schools was selected (without replacement) by using the Random Numbers Table. A sampling fraction of (approx.) 50% was used (386.4/778).

typical respondent in this study was between 30 - 49 years of age; male; married; had been teaching for at least 13 years; had a spouse employed full time, and had no dependents under 18 years of age living at home.

Table 2

VARIABLES	PERSONAL DATA		
	29 years & under	30-49 years	50 years +
Age	37.7	50.5	11.8
	Female	Male	
Sex	45.3	54.7	
	Single	Married	Other
Marital Status *	15.6	77.3	6.1
	1 - 6 years	7 - 12 years	13 years +
Teaching Experience	32.6	26.1	41.3
	Full Time	Part Time	Not Emp.
Spouse Employment *	50.4	9.5	19.9
	(Not Married 16.2)		
	No Children at Home	1 or 2	More than 2
Child Dependents *	44.0	41.5	11.9

* In some cases totals are not equal to 100 per cent because some respondents did not provide accurate biographical data.

III. PRELIMINARY RESEARCH FINDINGS

(a) Correlations Between Personal Variables and the Effects of PPTT Upon Educational Organizations.

Product moment correlation co-efficients were obtained to examine the significant relationships between selected independent variables (age; sex;

teaching experience; marital status; employment status of spouse; and number of child dependents under 18 years of age living at home) and their perceptions of the effects of PPTT upon educational organizations. Detailed results of this analysis are reported in Appendix I, (Tables 3 to 6), and a summary of these findings is presented in Table 7.

Sex Correlations.[4] Twenty three significant correlations were found between the sex of respondents and their perceptions of the impacts of PPTT upon school organizations. Twelve of these significant results were associated with the effects of PPTT upon the teaching and administration of schools. In every case the score for sex (males 1; females 2) was found to be negatively correlated with the score for each of the negatively worded variables (1 strongly agree through to 4 strongly disagree). Thus there was a tendency for males to show stronger support for the view that PPTT would not undermine the effectiveness of teaching and administration in secondary schools. Similarly for 6 of the 7 significant correlations between sex and perceived effects upon supply and demand for teachers negative correlations were obtained. Here again, because of the negative wording of these items there was a tendency for males to indicate that PPTT would make a more positive contribution to restoring equilibrium in the teacher education market than females.

Teaching Experience Correlations. Thirty significant correlations were obtained between the numbers of years of teaching experience incurred by respondents and their perceptions of the impacts of PPTT upon school organizations. Fourteen of these correlations related to variables examined in the area of effects upon teaching and administration of schools. Thirteen of these 14 correlations revealed a negative relationship which suggested

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4. Because of the large sample sizes Pearson r values approximate the results that would be obtained by bi-serial r calculations.

Table 7

SUMMARY OF SIGNIFICANT CORRELATIONS BETWEEN PERSONAL VARIABLES AND THE EFFECTS OF PPTT UPON EDUCATIONAL ORGANIZATIONS

Personal Variables	Number of Significant Correlations				
	Working Conditions (13 variables)	S + D for Teachers (11 variables)	T + Admin of schools (19 variables)	Social Effects (12 variables)	TOTAL
Sex	3	7	12	1	23
Teaching Experience	4	7	14	5	30
Spouse Employment	5	7	13	1	26
Child Dependents	-	-	-	-	
Marital Status	-	1	1	-	2
Age	-	2	8	-	10

Note: All correlations were significant at the .05 level.

that because of the negative wording of these statements less experienced teachers indicated stronger support for the view that PPTT would not undermine teaching and administrative effectiveness of schools than did their more experienced colleagues. Similarly less experienced teachers indicated stronger support for the view that PPTT would contribute towards restoring equilibrium in the teacher education labor market than did their more experienced colleagues. However, this view could be related to the fact that less experienced teachers are closer to the 'unemployment line' and therefore they may be more sensitive to the problems in obtaining teacher employment.

Spouse Employment Correlations. A total of 26 significant correlations were obtained between the employment status of a respondents spouse (full time employed (1); part time employed (2); not employed (3)) and their perceptions of the effects of PPTT upon secondary schools. Thirteen of these significant correlations related to the teaching and administration of schools section. Ten of these 13 correlations were negative and because of the negative wording of the variable statements this would suggest that respondents with a spouse working full-time showed stronger support for the view that PPTT would not undermine teaching and administrative effectiveness in schools. This could support a frequent criticism of PPTT that suggests that PPTT is a 'middle class' concept and only high income, or dual income families could 'afford' this option. Similarly those teachers with a spouse employed full time indicated stronger support for the view that PPTT would contribute towards restoring equilibrium in the teacher education market, which may suggest that these 'dual career family' respondents would avail themselves of this option if it were implemented.

Thus the independent variables sex, years of teaching experience and the employment status of a respondents spouse appear to be significantly

associated with their perceptions of the impacts of PPTT upon secondary schools. However many of the correlations, although significant are low, (ranging to a maximum of 25 per cent of the variance) and thus other factors are also operative here. The other independent variables examined in this study, marital status and age to not appear to be significantly associated with the respondents perceptions of the impacts of PPTT upon schools.

(b) Significant differences between Teacher-Administrator and Administrators Perceptions of the Effects of PPTT upon School Organizations.

This sample of respondents (653) as outlined in Tables 1 and 2 in many ways reflects the aging teacher population phenomenon that is occurring in N.S.W. Many teachers are now reluctant to leave their profession because of the lack of attractive job opportunities elsewhere in the economy. Thus the number of vacancies for new graduates is adversely effected, hence an aging teacher population. In this sample 62.3 per cent of respondents were more than 30 years old, and also 66.4 per cent of the respondents had more than seven years teaching experience. Thus it was not surprising to find that the majority of these respondents had satisfied the minimum entry requirement of 9 years teaching service (including training period) and had obtained a promotion list position. Four hundred and fifty five respondents had obtained list 1 or 2, (although many did not hold senior administrative posts such as deputy master/mistress because of the shortage of such positions) and 85 respondents held list 3 and 4 positions which tend to be full time administrative posts. Hence in this analysis the former group have been labelled teacher-administrators, whereas the latter group represent full time administrators. Tables 8 - 11 presented in Appendix II show the significant differences between teacher administrators

and full time administrators perceptions of the effects of PPTT upon school organizations. The major findings are summarized below:

a) Working Conditions. Only 3 significant differences were obtained in this section. Teacher-administrators felt more strongly that PPTT would require an expansion of existing staffroom facilities. However full time administrators indicated stronger support for the idea that there should be a fixed ratio between FTT and PPTT and also that PPTT status should only be granted to teachers working in excess of a .4 allotment.

b) Supply and Demand for Teachers. Six significant differences were obtained in this section. Variables 14, 19, 21, and 22 all indicated a potential negative or cost effect upon supply and demand for teachers. In each case the teacher-administrator group showed a greater tendency to reject these cost implications than did the administrator group. The teacher-administrator group also indicated that PPTT should be implemented immediately, whereas the administrative group were more cautious in their implementation strategy.

c) Teaching and Administration of Schools. Twelve significant differences were obtained in this section. Eleven of these statements implied negative effects for PPTT upon the teaching and administration of schools (Variables 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38) and in every case the teacher-administrator more strongly rejected these claims than did the administrator group. This finding could indicate some difficulties in the future. Many studies examining organizational change stress the key role of the administrator as a change agent. More specifically, in some recent correspondence I have had with the 'New Ways to Work' Organization in the United States the effective support of the principal was seen to be critical for the success of job sharing practices in schools. However in many instances it was not so much that administrators accepted strongly the

the potential cost claims associated with PPTT, but rather they did not reject them as strongly as did the teacher-administrator group.

d) Social Interaction and Relationships. Only one significant difference was found in this section. Administrators were less inclined to accept a view that PPTT would facilitate more effective community participation in school based decision than were teacher-administrators. However, in South Australia the concept of restricted registration for talented community members to assist in the teaching of selected visual and performing arts subjects has created the opportunities for increased community involvement and interaction in school decision making. It is important to emphasize that under this scheme such 'restricted' teachers do not have to have a professional teaching certificate. On the other hand it is unlikely however, under the current political climate in N.S.W. schools, that unqualified individuals could gain entry to teaching even on a PPTT basis.

(c) Cost Benefit Analysis - All Respondents.

Obviously some aspects of a PPTT model may pose problems or difficulties (costs) for education systems. On the other hand PPTT may also provide advantages (benefits) for education systems. In Tables 12, 13, 14 and 15 a cost-benefit framework was developed to classify the respondents replies to the PPTT instrument. Two assumptions underly this analysis: (a) Assumption 1 (Level one): A cost or benefit was identified when at least 2 out of every 3 respondents (66%) indicated consensus: agree, strongly agree, c.f. disagree, strongly disagree. (b) Assumption 2 (Level two): A cost or benefit was identified when a simple majority (51%) of respondents indicated consensus as outlined above. A factor analysis was undertaken to confirm this classification and the factor loadings strongly support the level one grouping

PPTT AND EFFECTS UPON WORKING CONDITIONS:

COST-BENEFIT ANALYSIS

Percentages: Total Respondents

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
A. Benefits - Assumption 1				
(1) Would undermine the job security of full time (F.T.) teachers	4.6	12.3	53.3	28.*
(2) Difficult for F.T. teachers to obtain any reduction in their working week	6.4	22.5	53.0	16.7
(4) Part time teachers do more work than they are paid for	4.4	13.3	57.6	22.2
(6) PPT status would increase their commitment to teacher unions	10.3	61.7	23.1	3.7
(7) Would require teacher unions to better represent the needs of teachers	19.8	69.8	7.7	1.7
(8) Would drive a wedge between part time and F.T. teachers	5.2	17.2	62.2	14.1
(12) Would require an expansion of educational technology resources	4.9	22.7	63.7	7.4
- Assumption 2				
(3) The Department of Education would be reluctant to decrease student/teacher ratios	10.7	33.1	44.6	8.9
(10) Would require an expansion of non-teaching staff	8.0	27.7	57.7	5.5
B. Costs - Assumption 1				
(9) Would require an expansion of existing staffroom facilities.	21.3	54.1	22.2	2.3
- Assumption 2				
(5) PPT status should be granted to all casual teachers	12.1	29.4	43.0	14.5
(11) There should be a fixed ratio between the number of PPT Teachers and F.T. Teachers	15.3	42.3	36.1	4.9
(13) PPT status should only be granted to casual teachers working on a .4 teaching allotment or more each week	12.9	42.4	33.5	9.2

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus.

* Because some respondents provided inaccurate data some totals do not equal 100 per cent.

Table 13

PPTT AND EFFECTS UPON SUPPLY AND DEMAND

FOR TEACHERS: COST-BENEFIT ANALYSIS

Percentages: Total Respondents

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
A. Benefits - Assumption 1				
(15) May be considered anti-feminist as it channels many women into part-time work only	2.8	12.9	55.6	27.7
(16) Would make it easier for married females to obtain employment in education	20.7	70.1	7.7	1.1
(17) Would enable husbands and wives to both pursue teaching careers	20.1	70.3	6.1	1.8
(18) Would create employment opportunities for unemployed teachers	25.0	62.2	9.8	2.3
(19) PPT Teachers could be considered to lack professional commitment	5.5	17.5	50.1	25.9
(20) Would create greater opportunities for teachers to improve their qualifications	24.8	59.4	13.2	2.3
- Assumption 2				
(14) Would make it difficult for unemployed teachers to enter F.T. teaching	11.2	37.5	39.4	11.5
(22) Would make it increasingly difficult to obtain accurate manpower predictions for teacher supply and demand	6.9	38.0	48.2	5.2
(23) For maximum benefits PPT Teaching should be implemented immediately	12.6	35.4	42.1	9.2
B. Costs - Assumption 2				
(21) Would discourage beginning teachers from applying for full time employment in disadvantaged areas	8.3	49.8	37.7	2.5
(24) To minimize administrative difficulties PPT Teaching should be implemented gradually	14.4	50.5	29.4	4.3

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus.

* Because some respondents provided inaccurate data some totals do not equal 100 per cent.

PPTT AND EFFECTS UPON TEACHING AND ADMINISTRATION OF SCHOOLS: COST-BENEFIT ANALYSIS

Percentages: Total Respondents

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
A. Benefits - Assumption 1				
(28) Would reduce teaching effectiveness	8.0	15.8	55.4	20.1
(37) Would erode effective pupil-teacher relationships	9.6	17.8	60.2	11.5
(38) Would create problems in classroom management of pupils	10.7	23.9	56.5	7.8
(39) Would enable students to have contact with a more varied range of adult experiences	10.6	74.1	10.7	2.6
(41) The period of employment for PPT Teaching positions should be flexible	7.8	65.4	19.3	5.4
(43) There should not be a maximum specified period for PPT Teaching	12.4	57.7	22.4	5.4
- Assumption 2				
(31) Problems would arise when PPT Teachers wished to return to F.T. Teaching	5.5	43.0	44.6	6.0
(36) Would add to the fragmentation of secondary instruction	13.3	30.5	49.5	5.1
B. Costs - Assumption 1				
(29) PPT Teachers would have less influence in school affairs than F.T. teachers	12.9	54.2	27.3	
(30) PPT Teachers should have less influence in schools affairs than F.T. teachers	7.7	27.3	51.6	11.5
(33) School Administrators (Principal/Deputy Principal) should not be able to work on a PPT basis	37.2	40.9	16.7	4.4
(34) Would place a heavier burden on co-ordinators of teaching programs	19.6	51.6	26.0	2.5
(40) There should be a specified minimum period of time allocated for PPT Teaching	23.0	57.9	14.4	3.1
(42) Employment period for PPT Teaching position should be negotiated with school administrators on an individual basis	12.3	60.0	20.5	5.2
- Assumption 2				
(25) Would create administrative problems at the Head Office level in Sydney	10.7	44.4	39.8	5.1
(26) Would create administrative problems at Regional Office level	8.3	44.1	42.3	4.3
(27) Would create administrative problems at the secondary school level	10.6	40.3	44.4	4.0
(32) PPT Teachers desiring to return to F.T. teaching should be given preferential treatment	6.9	42.6	39.5	8.9
(35) Would place a heavier burden on administrators supervising teachers	16.7	41.7	38.6	2.8

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus.

* Because some respondents provided inaccurate data some totals do not equal

PPTT AND EFFECTS UPON SOCIAL INTERACTION AND RELATIONSHIPS

COST-BENEFIT ANALYSIS

Percentages: Total Respondents

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
A. Benefits - Assumption 1				
(45) Would provide an alternative for teachers involved in severe physical crisis	14.7	67.8	13.0	2.9
(46) Would provide an alternative for teachers experiencing severe emotional crisis	13.8	62.9	18.4	3.5
(47) Would provide an alternative for teachers who have specific domestic problems	22.7	71.5	3.8	0.9
(48) Would create opportunities for teachers wanting to experiment with alternative life styles	17.2	68.0	10.0	3.1
(49) Would better enable working single parents to meet their family responsibilities	27.9	64.6	5.5	0.9
(50) Would not be suited to the needs of single parents because of the high cost of living	5.2	18.4	64.6	9.0
(51) Would enable working single parents to devote more time to their children	21.4	71.1	4.6	0.9
(53) Should be available to those in the community with special interests and talents	16.2	60.2	16.8	5.1
(54) Would create opportunities for ethnic groups to contribute towards the education of all children	8.1	66.3	20.2	3.1
(55) Ethnic groups participation would enable students from these backgrounds to preserve their cultural heritage	10.1	71.2	13.8	2.8
B. Costs - Assumption 1				
(44) Would lead to a change in attitudes towards parental responsibilities	4.0	27.1	56.7	7.5
- Assumption 2				
(52) Would facilitate effective community participation in school based decision making	3.5	36.3	47.5	8.7

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus.

* Because some respondents provided inaccurate data some totals do not equal 100 per cent.

of costs and benefits (See Appendix III). In the following discussion attention will be focussed upon costs or benefits that satisfied this level one assumption.

(1) There was an extremely high degree of consensus among the respondents regarding their perceptions of the cost-benefits associated with a PPTT model. First level analysis (assumption one) revealed that 42 out of the 54 variables (77.7 per cent) were immediately identified as costs or benefits.

(2) Very few costs were associated with PPTT and changes in working conditions. Among these 13 variables only four costs were identified, and only one of these satisfied the level one assumption. The respondents indicated that PPTT would require an expansion of existing staffroom facilities, and under the current priority for spending on education such capital expenditure may not be readily forthcoming. The finding that PPTT would not generally undermine teacher working conditions is also very significant in that had a contrary finding been obtained teacher unions may have strongly resisted the implementation of a PPTT model in N.S.W. secondary schools. One additional cost (level two) warrants discussion where respondents indicated that PPTT should only be available to teachers who work in excess of a .4 teaching allotment. This represents a cost in that teachers working less than a .4 allotment may resist the implementation of such a scheme, however a .4 allotment minimum is consistent with the position adopted by the N.S.W. teachers federation.

(3) Only two (second level) costs were associated with PPTT and its effects upon supply and demand for teachers. It was suggested that the option of PPTT may discourage beginning teachers from applying for full time employment in disadvantaged areas. However, the Correy report indicated that 54.3% of teachers were highly mobile, so this problem is not strongly

supported by additional data. Secondly, it was suggested that any proposal for PPTT should be implemented gradually if administrative difficulties were to be avoided. Generally the respondents indicated that PPTT would potentially provide a significant contribution towards restoring equilibrium between supply and demand in the teacher education market as evidenced by the 9 benefits (6 level one; 3 level two) identified in this study.

(4) The cost-benefit analysis concerning PPTT and the effects upon teaching and administration of schools emphasized a number of costs that would need to be carefully evaluated if a PPTT model were implemented. It was stressed that PPTT would have less influence in school affairs (level one) and this was undesirable. Also the PPTT should be restricted so that principals and deputy principals would not be eligible (level one). The respondents indicated that all PPTT positions should be negotiated with schools on an individual basis (level one) which implies considerable administrative cost. Furthermore, it is anticipated that PPTT would create administrative problems at school, regional and central office level (level two). It could be argued that many of these administrative costs would appear to underestimate the potential computer applications for educational administration and the ability to cope more effectively with flexible personnel scheduling in the future. Two other important problems were identified. First the problem of providing preferential treatment for PPTT who desire to return to F.T. teaching was recognized, (level two). Respondents were equally divided in their support/opposition to this idea, and this would be a critical policy issue if PPTT were to be implemented. Secondly, a potential increased supervisory burden was noted (level two). However, a counter argument could be that if PT teachers had job security then their ability to engage in long term work planning may actually reduce the need for constant supervision.

On the other hand 8 benefits (6 level one, 2 level two) were identified concerning the effects of PPTT upon teaching and administration of schools. Many of the common forceful arguments of reduced teaching effectiveness were not supported in this study. Alternatively a case was made to suggest that PPTT may actually enhance pupil-teacher relationships.

(5) The respondents indicated that PPTT would significantly enhance the social interaction and relationships of secondary teachers. Ten positive improvements were identified (level one) to support this claim. Only two costs were identified in this area. First, it was assumed that PPTT would lead to a change in attitudes towards parental responsibilities (level one). Such a change may represent a social cost in the short run as social norms are re-examined. However, such a change may be a highly desirable social goal in the long term. Secondly it was indicated that PPTT would not facilitate effective total community participation in school based decision making (level two). However the improvements in ethnic contributions to the school curriculum as outlined in statements (53), (54), (55) suggest that ethnic groups in the community may be better represented in the total school program if PPTT were implemented.

(6) Overall it was found that the respondents strongly support the introduction of a PPTT model in N.S.W. state secondary schools. The magnitude of their support is evidenced by the high ratio of benefits to costs that were obtained in this study. Using the level one assumption 31 benefits were identified compared with 8 costs. This represents a benefit/cost ratio of approximately 4:1.

(d) Cost-Benefit Analysis: Urban/Rural Respondents.

The final section of this data analysis contrasted the cost-benefit structure obtained from the urban and rural respondents in this study which

are identified in Table 1. A summary of the major findings are presented in Tables 16, 17, 18, and 19. (see Appendix IV).

(a) Working Conditions. As shown in Table 16 there was total consensus between urban and rural respondents in their identification of both level one costs and benefits ($7B_1$; $1C_1$) and level two costs and benefits ($2B_2$; $3C_2$). The assumptions underlying this classification are the same as was used in the total respondent cost-benefit analysis previously discussed. Thus one would not expect division between urban and rural teachers on policy discussion regarding the impact of PPTT upon teacher's working conditions as all groups suggest that PPTT would add a positive dimension to teacher working conditions.

(b) Supply and Demand for Teachers. The information presented in Table 17, reveals that urban and rural respondents also concur on the effects that PPTT would have upon the supply of and the demand for teachers; ($6B_1$; $2C_2$). However there was a major disagreement on one item. Urban teachers did not consider that PPTT would make it difficult for unemployed teachers to enter full-time teaching, however rural respondents disagreed. Because of the high teacher unemployment rate in N.S.W. this issue would require detailed policy discussion if a PPTT system were to be implemented effectively.

(c) Teaching and Administration of Schools. The data outlined in Table 18 again shows the high degree of consensus between urban and rural teachers regarding the cost and benefits associated with PPTT that they have identified: ($5B_1$; $4C_1$; $4B_2$; $4C_2$). There was only one item where a major disagreement was obtained. Urban teachers supported a view that teachers who opt for PPTT during their careers should be given preferential treatment for job vacancies if they desire to return to full-time teaching. Rural teachers opposed this concept. Here again is a controversial issue that would need to be clearly resolved if PPTT was to operate effectively.

(d) Social Interaction and Relationships. Table 19 reveals that there was total consensus between urban and rural teachers concerning the effects of PPTT upon social relationships, ($1OB_1$; $1B_2$; $1C_2$). Thus both urban and rural teachers indicated strongly that PPTT would significantly improve opportunities for more effective social interaction and relationships.

Conclusions

This study has provided a research basis for the following propositions regarding the implementation of a PPTT model in N.S.W. secondary schools.

Table 20

Summary of Research Based Propositions Concerning the Implementation of PPTT Model for N.S.W. Secondary Schools.

Proposition:

I *Secondary teachers in N.S.W. are generally in agreement regarding the costs and benefits that would be associated with a PPTT model of employment.*

II *The implementation of PPTT would significantly improve the working conditions of PT teachers in secondary schools.*

III *PPTT would contribute towards restoring equilibrium between the supply of and the demand for secondary teaching positions by introducing more flexible employment options for secondary teachers.*

IV *PPTT would create employment opportunities for unemployed teachers, and would assist married females to enter the teacher education market.*

V *PPTT will not create problems in classroom management and pupil teacher relationships will become more effective.*

VI *Administrative planning must make allowance for the involvement of PPTT otherwise PPTT would have less influence in schools affairs than F.T. teachers.*

VII *School administrators (Principal/Deputy Principal) should not be permitted to work on a PPTT basis.*

VIII *A PPTT option would enable secondary teachers to cope more effectively with a wide range of social interaction and relationship problems.*

IX *PPTT would create increased opportunities for curriculum diversification, particularly in the area of migrant education.*

X *PPTT would significantly improve the working conditions for female secondary teachers.*

XI *Many teachers who are financially secure (spouse employed on a full time basis) would find PPTT a very attractive employment option during their teaching careers.*

XII *PPTT will not contribute to a reduction in teaching effectiveness in secondary schools.*

XIII *PPTT may create an increase in administrative costs at school, regional and central office levels.*

XIV *There is some evidence to suggest that PPTT would be very attractive to 'dual income' families, and thus PPTT could be 'a middle class' concept.*

XV *Teachers perceptions of PPTT will be significantly effected by the following personal variables: years of teaching experience; the employment status of their spouse; and sex.*

XVI *Teachers perceptions of PPTT will not be as significantly effected by the following variables: number of child dependents under 18 years of age living at home; marital status, and age.*

XVII *Urban and rural teachers disagree on the effect that PPTT would have on unemployed teachers seeking full-time employment.*

XVIII *Urban and rural teachers also express disagreement on whether or not PPTT should receive preferential treatment for full-time job vacancies if they desire to return to full-time status.*

XIX *N.S.W. secondary teachers would <u>strongly</u> support the implementation of PPT in secondary schools.*

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APPENDIX I: Correlation Co-efficients

Independent Variables:

- Sex
- Years of Teaching Experience
- Spouse Employment Status
- Number of Child Dependents Under 18 years of Age, Living at Home
- Marital Status
- Age

Table 3

Correlation Co-efficients for Personal Variables and the Effects of PPTT upon Working Conditions

Variables	Sex Pearson r	Teaching Experience Pearson r	Spouse Employment Pearson r	Child Dependents Pearson r	Marital Status Pearson r	Age Pearson r
(1) Would undermine the job security of full time (F.T.) teachers.	-0.1002	-0.1067	-0.1340			
(2) Difficult for F.T. teachers to obtain any reduction in their working week.						
(3) The Department of Education would be reluctant to decrease student/teacher ratios.						
(4) Part time teachers do more work than they are paid for.						
(5) PPT status should be granted to all casual teachers.			0.0956			
(6) PPT status would increase their commitment to teacher unions.						
(7) Would require teacher unions to better represent the needs of teachers.						
(8) Would drive a wedge between part time and F.T. teachers.		-0.1311	-0.1234			
(9) Would require an expansion of existing staffroom facilities.	-0.1179	-0.0914	-0.1220			
(10) Would require an expansion of non-teaching staff.			-0.1022			
(11) There should be a fixed ratio between the number of PPT Teachers and F.T. teachers.						
(12) Would require an expansion of educational technology resources.						
(13) PPT status should only be granted to casual teachers working on a .4 teaching allotment or more, each week.	-0.0895	-0.1022				

* All reported correlatinns significant at .05 level.

Table 4.

Correlation Co-efficients for Personal Variables and the Effects of PPTT upon Supply and Demand for Teachers

Variables	Sex	Teaching Experience	Spouse Employment	Child Dependents	Marital Status	Age
	Pearson r	Pearson r	Pearson r	Pearson r	Pearson r	Pearson r
(14) Would make it difficult for unemployed teachers to enter F.T. teaching.	-0.1543	-0.1378	-0.1076			
(15) May be considered anti-feminist as it channels many women into part time work only.		-0.0908				
(16) Would make it easier for married females to obtain employment in education.						
(17) Would enable husbands and wives to both pursue teaching careers.						
(18) Would create employment opportunities for unemployed teachers.			0.0922			-0.1931
(19) PPT Teachers could be considered to lack professional commitment.	-0.1864	-0.2309	-0.1850			0.1656
(20) Would create greater opportunities for teachers to improve their qualifications.	0.1315	0.2078	0.1552			
(21) Would discourage beginning teachers from applying for full time employment in disadvantaged areas.	-0.1657	-0.1066	-0.1367		0.0946	
(22) Would make it increasingly difficult to obtain accurate manpower predictions for teacher supply and demand.	-0.1530	-0.2402	-0.1378			
(23) For maximum benefits PPT Teaching should be implemented immediately.	0.1722		0.1648			
(24) To minimize administrative difficulties PPT Teaching should be implemented gradually.	-0.1163	-0.0903				

* All reported correlations significant at .05 level.

Table 5

Correlation Co-efficients for Personal Variables and the Effects of PPTT upon the Teaching and Administration of Schools

Variables	Sex Pearson r	Teaching Experience Pearson r	Spouse Employment Pearson r	Child Dependents Pearson r	Marital Status Pearson r	Age Pearson r
(25) Would create administrative problems at the Head Office level in Sydney.	-0.1241	-0.2175				
(26) Would create administrative problems at the Regional Office level.	-0.1273	-0.2201	-0.0884			
(27) Would create administrative problems at the secondary school level.	-0.1716	-0.2206	-0.1303			
(28) Would reduce teaching effectiveness.	-0.2365	-0.2814	-0.1639			0.2211
(29) PPT Teachers would have less influence in school affairs than F.T. teachers.	-0.2099	-0.2332	-0.1094			-0.1650
(30) PPT Teachers should have less influence in schools affairs than F.T. teachers.	-0.2106	-0.2445	-0.1576			-0.1902
(31) Problems would arise when PPT Teachers wished to return to F.T. teaching.	-0.1040	-0.0523				
(32) PPT Teachers desiring to return to F.T. teaching should be given preferential treatment.			0.1234			
(33) School Administrators (Principal/Deputy Principal) should not be able to work on a PPT basis.	-0.0128	-0.0809				
(34) Would place a heavier burden on co-ordinators of teaching programs.	-0.1616	-0.2293	-0.1416			
(35) Would place a heavier burden on administrators supervising teachers.	-0.1936	-0.2669	-0.1294			-0.2214
(36) Would add to the fragmentation of secondary instruction.	-0.1828	-0.2222	-0.1500			-0.1847
(37) Would erode effective pupil-teacher relationships.	-0.2237	-0.2548	-0.1436			-0.2209

* All reported correlations significant at .05 level.

Table 5 (cont.)

Correlation Co-efficients for Personal Variables and the Effects of PPTT upon the Teaching and Administration of Schools

Variables	Sex Pearson r	Teaching Experience Pearson r	Spouse Employment Pearson r	Child Dependents Pearson r	Marital Status Pearson r	Age Pearson r
(38) Would create problems in classroom management of pupils.		-0.1908	-0.1717			-0.1912
(39) Would enable students to have contact with a more varied range of adult experiences.		0.1581	0.1165			0.1254
(40) There should be a specified minimum period of time allocated for PPT Teaching.					0.0970	
(41) The period of employment for PPT Teaching positions should be flexible.						
(42) Employment period for PPT Teaching position should be negotiated with school administrators on an individual basis.						
(43) There should not be a maximum specified period for PPT Teaching.			0.0916			

* All reported correlations significant at .05 level.

Table 6

Correlation Co-efficients for Personal Variables and the Effects of PPTT upon Social Interaction and Relationships

Variables	Sex Pearson r	Teaching Experience Pearson r	Spouse Employment Pearson r	Child Dependents Pearson r	Marital Status Pearson r	Age Pearson r
(44) Would lead to a change in attitudes towards parental responsibilities.		-0.0905				
(45) Would provide an alternative for teachers involved in severe physical crisis.						
(46) Would provide an alternative for teachers experiencing severe emotional crisis.						
(47) Would provide an alternative for teachers who have specific domestic problems.						
(48) Would create opportunities for teachers wanting to experiment with alternative life styles.						
(49) Would better enable working single parents to meet their family responsibilities.						
(50) Would not be suited to the needs of single parents because of the high cost of living.						
(51) Would enable working single parents to devote more time to their children.		0.0969				
(52) Would facilitate effective community participation in school based decision making.	0.1937	0.1729	0.1065			
(53) Should be available to those in the community with special interests and talents.		0.0899				
(54) Would create opportunities for ethnic groups to contribute towards the education of all children.		0.1166				
(55) Ethnic groups participation would enable students from these backgrounds to preserve their cultural heritage.		0.1024				

* All reported correlations significant at .05 level.

APPENDIX II: T-Tests

Examination of Significant Differences Between Teacher-Administrators and Administrators Perceptions of the Effects of PPTT upon School Organizations.

Table 6

Significant Differences Between Administrators and Teachers regarding the Effects of PPTT upon Working Conditions

Variables	Teacher-Administrator Mean N = 455	Administrator Mean N = 85	T-Value (Separate)[b]	Prob.
(1) Would undermine the job security of full time (F.T.) teachers.	3.092	2.941	1.65	0.103
(2) Difficult for F.T. teachers to obtain any reduction in their working week.	2.790	2.824	-0.37	0.710
(3) The Department of Education would be reluctant to decrease student/teacher ratios.	2.518	2.565	-0.46	0.646
(4) Part time teachers do more work than they are paid for.	2.996	3.082	-0.98	0.331
(5) PPT status should be granted to all casual teachers.	2.634	2.647	-0.13	0.895
(6) PPT status would increase their commitment to teacher unions.	2.176	2.274	-1.16	0.248
(7) Would require teacher unions to better represent the needs of teachers.	1.908	1.988	-1.19	0.238
(8) Would drive a wedge between part time and F.T. teachers.	2.879	2.723	1.66	0.100
(9) Would require an expansion of existing staffroom facilities.	2.105	1.812	3.54	0.001[a]
(10) Would require an expansion of non-teaching staff.	2.627	2.451	1.72	0.088
(11) There should be a fixed ratio between the number of PPT Teachers and F.T. teachers.	2.361	2.118	2.24	0.027[a]
(12) Would require an expansion of educational technology resources.	2.749	2.729	0.25	0.804
(13) PPT status should only be granted to casual teachers working on a .4 teaching allotment or more, each week.	2.438	2.226	2.03	0.044[a]

[a] Significant at .05 level.

[b] Separate T values used because of unequal sample size.

Table 9

Significant Differences Between Administrators and Teachers regarding the Effects of PPTT upon Supply and Demand

Variables	Teacher-Administrator Mean N = 455	Administrator Mean N = 85	T-Value (Separate)[b]	Prob.
(14) Would make it difficult for unemployed teachers to enter F.T. teaching.	2.526	2.298	2.21	0.029[a]
(15) May be considered anti-feminist as it channels many women into part time work only.	3.110	2.988	1.46	0.148
(16) Would make it easier for married females to obtain employment in education.	1.897	1.857	0.71[c]	0.478
(17) Would enable husbands and wives to both pursue teaching careers.	1.891	1.964	-1.09	0.278
(18) Would create employment opportunities for unemployed teachers.	1.886	2.036	-1.89	0.061
(19) PPT Teachers could be considered to lack professional commitment.	3.018	2.675	3.64	0.000[a]
(20) Would create greater opportunities for teachers to improve their qualifications.	1.939	1.976	-0.51	0.611
(21) Would discourage beginning teachers from applying for full time employment in disadvantaged areas.	2.359	2.181	2.30	0.022[a]
(22) Would make it increasingly difficult to obtain accurate manpower predictions for teacher supply and demand.	2.573	2.143	5.11	0.000[a]
(23) For maximum benefits PPT Teaching should be implemented immediately.	2.648	2.726	-2.91	0.004[a]
(24) To minimize administrative difficulties PPT Teaching should be implemented gradually.	2.288	2.012	3.02	0.003[a]

[a] Significant at .05 level.

[b] Separate T Value used because of unequal sample size.

[c] Variances of samples not homogeneous.

Table 10

Significant Differences Between Administrators and Teachers regarding the Effects of PPTT upon Teaching and Administration of Schools

Variables	Teacher-Administrator Mean N = 455	Administrator Mean N = 85	T-Value (Separate)[b]	Prob.
(25) Would create administrative problems at the Head Office level in Sydney.	2.475	2.024	5.54	-0.000[a]
(26) Would create administrative problems at the Regional Office level.	2.489	2.083	5.11	0.000[a]
(27) Would create administrative problems at the secondary school level.	2.480	2.012	5.25	0.000[a]
(28) Would reduce teaching effectiveness.	2.940	2.377	5.85	-0.000[a]
(29) PPT Teachers would have less influence in school affairs than F.T. teachers.	2.292	1.893	5.11	0.000[a]
(30) PPT Teachers should have less influence in schools affairs than F.T. teachers.	2.727	2.374	3.47	0.001[a]
(31) Problems would arise when PPT Teachers wished to return to F.T. teaching.	2.540	2.389	1.85	0.066
(32) PPT Teachers desiring to return to F.T. teaching should be given preferential treatment.	2.538	2.524	0.16	0.874
(33) School Administrators (Principal/Deputy Principal) should not be able to work on a PPT basis.	1.888	1.718	1.55	0.123
(34) Would place a heavier burden on co-ordinators of teaching programs.	2.171	1.604	5.60	0.000[a]
(35) Would place a heavier burden on administrators supervising teachers.	2.331	1.729	7.10	-0.000[a]
(36) Would add to the fragmentation of secondary instruction.	2.517	2.060	4.57	0.000[a]
(37) Would erode effective pupil-teacher relationships.	2.802	2.501	5.63	-0.000[a]

[a] Significant at .05 level.

[b] Separate T values used because of unequal sample size.

Table 10 (cont)

Significant Differences Between Administrators and Teachers regarding the Effects of PPTT upon Teaching and Administration of Schools

Variable	Teacher-Administrator Mean N = 455	Administrator Mean N = 85	T-Value (Separate)[b]	Prob.
(38) Would create problems in classroom management of pupils.	2.680	2.212	4.82	0.000[a]
(39) Would enable students to have contact with a more varied range of adult experiences.	2.034	2.191	-2.18	0.031[a]
(40) There should be a specified minimum period of time allocated for PPT Teaching.	1.984	1.882	1.23	0.221
(41) The period of employment for PPT Teaching positions should be flexible.	2.226	2.341	-1.28	0.203
(42) Employment period for PPT Teaching position should be negotiated with school administrators on an individual basis.	2.220	2.095	1.42	0.158
(43) There should not be a maximum specified period for PPT Teaching.	2.221	2.167	0.62	0.539

[a] Significant at .05 level.

[b] Separate T values used because of unequal sample size.

Table 11

Significant Differences Between Administrators and Teachers regarding the Effects of PPTT upon Social Interaction and Relationships

Variables	Teacher-Administrator Mean N = 435	Administrator Mean N = 85	T-Value (Separate)[b]	Prob.
(44) Would lead to a change in attitudes towards parental responsibilities	2.730	2.622	1.36	0.178
(45) Would provide an alternative for teachers involved in severe physical crisis.	2.040	2.071	-0.44	0.659
(46) Would provide an alternative for teachers experiencing severe emotional crisis.	2.121	2.169	-0.54	0.589
(47) Would provide an alternative for teachers who have specific domestic problems.	1.828	1.857	-0.49	0.628
(48) Would create opportunities for teachers wanting to experiment with alternative life styles.	1.971	2.047	-0.96	0.337
(49) Would better enable working single parents to meet their family responsibilities.	1.789	1.788	0.00	0.996
(50) Would not be suited to the needs of single parents because of the high cost of living.	2.790	2.803	-0.15	0.883
(51) Would enable working single parents to devote more time to their children.	1.841	1.927	-1.38	0.169
(52) Would facilitate effective community participation in school based decision making.	2.595	2.976	-4.76	0.000[a]
(53) Should be available to those in the community with special interests and talents.	2.089	2.071	0.22	0.824
(54) Would create opportunities for ethnic groups to contribute towards the education of all children.	2.184	2.200	-0.23	0.820
(55) Ethnic groups participation would enable students from these backgrounds to preserve their cultural heritage.	2.074	2.141	-1.04	0.303

[a] Significant at .05 level.

[b] Separate T Value used because of unequal sample size.

APPENDIX III: Confirmatory Factor Analysis

Cost-Benefit Analysis: All Respondents.

CONFIRMATORY FACTOR ANALYSIS

Factor Analysis as a Basis for the Cost/Benefit Approach.

a) Working Conditions. Thirteen variables were included in the section examining the effects of PPTT upon working conditions for teachers. Some of the variable statements in this section were worded in a negative fashion (cost emphasis: V1, V2, V3, V4, V8, V9, V10, V11, V12, V13) while the remaining variable statements were worded in a positive fashion (benefit emphasis: V5, V6, V7). A factor analysis was undertaken and a 2 factor solution obtained. (See Table 21) This two factor solution shows that variables 1, 2, 7, 6, and 3 load on factor two, using a variance level of .35 or above as the cut off point for inclusion. This finding strongly supports the classification of benefits (assumption 1) as outlined in Table 21. No assumption one costs were obtained in the cost-benefit analysis.

Table 21

SORTED ROTATED FACTOR LOADINGS

		FACTOR 1	FACTOR 2
X(12)	12	-0.691	0.000
X(10)	10	-0.664	0.000
X(9)	9	-0.658	0.000
X(11)	11	-0.649	0.000
X(8)	8	-0.629	0.000
X(1)	1	-0.228	0.645
X(2)	2	-0.217	0.644
X(7)	7	-0.201	0.640
X(6)	6	-0.393	-0.543
X(3)	3	-0.254	-0.540
X(13)	13	-0.302	-0.435
X(4)	4	-0.292	0.000
X(5)	5	-0.262	0.434
X(14)	14	-0.245	0.000

b) Supply and Demand for Teachers. Eleven variables were included in the section examining the effects of PPTT upon the supply and demand for teachers. Some of the variable statements in this section were worded in a negative fashion (cost emphasis: V14, V15, V19, V21, V22) while the other variables were worded in a positive fashion (benefit emphasis: V16, V17, V18, V20, V23, V24). A principal components factor analysis was undertaken and a two factor solution requested. (See Table 22). The two factor solution shows that variables 15, 16, 17, 18, 19 and 7 all load on factor 1, using a variance level of .325 or higher as the criterion for inclusion. This finding strongly supports the classification of benefits (assumption one) as outlined in Table 22.

Table 22

SORTED ROTATED FACTOR LOADINGS (PATTERN)

		FACTOR 1	FACTOR 2
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]

c) Teaching and Administration of Schools. The sorted rotated factor loadings presewnted in Table 23 show that Factor 1 provides suppport for the cost classification as 7 cost variables load on this factor beyond the .4

level ($3C_1$; $4C_2$). These include variables 25, 26, 27, 29, 30, 34 and 35. Alternatively variables 39 and 43 loaded beyond the .4 cut off on factor 2 which provided somewhat less support for the benefit classification.

Table 23

SORTED ROTATED FACTOR LOADINGS (PATTERN)

		FACTOR 1	FACTOR 2
X(3)	3	0.794	0.000
X(2)	2	0.790	0.000
X(1)	1	0.781	0.000
X(11)	11	0.771	0.000
X(12)	12	0.753	-0.308
X(10)	10	0.734	0.000
X(14)	14	0.730	-0.360
X(13)	13	0.703	-0.414
X(5)	5	0.680	-0.253
X(4)	4	0.675	-0.472
X(6)	6	0.588	-0.312
X(19)	19	0.000	0.539
X(18)	18	0.000	0.534
X(17)	17	0.000	0.526
X(15)	15	0.000	0.437
X(16)	16	0.000	0.000
X(7)	7	0.458	0.000
X(8)	8	0.000	0.425
X(9)	9	0.291	0.000
	VP	6.232	2.216

d) Social Interaction and Relationships. Table 24 shows that Variables 2, 3, 4, 5, 6 and 8 load above the .4 cut off level on factor one. Each of these variables is concerned with an aspect of teacher motivation underlying a preference for PPTT. On the other hand Variables 9, 10, 11, and 12 load above the .4 cut off level on factor 2. Each of these variables relates to an aspect of PPTT and community involvement and interaction within the school program. Thus all of these variables (with the exception of variable 9) were

classified as level one benefits with the framework previously outlined, which would consist of two major factors: (1) teacher motivation and (2) community involvement.

Table 24.

SORTED ROTATED FACTOR LOADINGS (PATTERN)

		FACTOR 1	FACTOR 2
X(4)	4	0.809	0.000
X(6)	6	0.773	0.000
X(3)	3	0.677	0.278
X(5)	5	0.666	0.000
X(8)	8	0.666	0.000
X(2)	2	0.655	0.337
X(11)	11	0.000	0.905
X(12)	12	0.000	0.830
X(10)	10	0.000	0.774
X(9)	9	0.000	0.520
X(7)	7	0.000	0.000
X(1)	1	0.000	0.259
	VP	3.165	2.785

APPENDIX IV: Cost Benefit Analysis

Urban-Rural Respondents

Table 16

EFFECTS: PPTT AND IMPACT ON WORKING CONDITIONS

Variables	CITY				Classification	COUNTRY			
(1) Would undermine the job security of full time (F.T.) teachers.	5.1	12.5	53.4	27.5	B_1	3.9	10.6	53.2	30.9
(2) Difficult for F.T. teachers to obtain any reduction in their working week.	7.0	24.8	50.4	16.4	B_1	5.7	19.5	56.4	17.0
(3) The Department of Education would be reluctant to decrease student/teacher ratios.	12.1	33.2	45.0	7.5	B_2	8.9	33.0	44.0	10.6
(4) Part time teachers do more work than they are paid for.	3.8	14.6	57.1	23.7	B_1	5.3	11.7	58.2	20.2
(5) PPT status should be granted to all casual teachers.	12.7	29.1	41.8	15.6	C_2	11.3	29.8	44.7	13.1
(6) PPT status would increase their commitment to teacher unions.	10.5	61.2	23.7	3.2	B_1	9.9	62.4	22.3	4.3
(7) Would require teacher unions to better represent the needs of teachers.	20.5	69.5	7.3	1.6	B_1	18.8	70.2	8.2	1.8
(8) Would drive a wedge between part time and F.T. teachers.	5.7	19.7	60.6	12.1	B_1	4.6	13.8	64.2	16.7
(9) Would require an expansion of existing staffroom facilities.	19.4	54.4	24.0	2.2	C_1	23.8	53.5	19.9	2.5
(10) Would require an expansion of non-teaching staff.	8.9	28.0	57.4	4.6	B_2	6.7	27.3	58.2	6.7
(11) There should be a fixed ratio between the number of PPT Teachers and F.T. teachers.	16.2	43.9	33.2	5.1	C_2	14.2	40.1	40.1	4.6
(12) Would require an expansion of educational technology resources.	4.9	21.6	64.7	7.5	B_1	5.0	24.1	62.4	7.1
(13) PPT status should only be granted to casual teachers working on a .4 teaching allotment or more, each week.	11.6	42.9	32.6	10.0	C_2	14.5	41.8	34.8	8.2

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus.

* Because some respondents provided inaccurate data some totals do not equal 100 per cent.

TABLE 17

EFFECTS: PPTT AND EFFECTS ON SUPPLY AND DEMAND FOR TEACHERS

Variables	CITY				Classification	COUNTRY				Classification
(14) Would make it difficult for unemployed teachers to enter F.T. teaching.	12.1	34.8	41.8	10.8	B_2	9.9	41.1	36.2	12.4	C_2
(15) May be considered anti-feminist as it channels many women into part time work only.	3.5	14.0	55.0	26.4	B_1	1.8	11.3	56.4	29.4	B_1
(16) Would make it easier for married females to obtain employment in education.	19.1	70.9	8.4	1.1	B_1	22.7	69.1	6.7	1.1	B_1
(17) Would enable husbands and wives to both pursue teaching careers.	19.4	68.2	8.4	2.2	B_1	20.9	73.0	3.2	1.4	B_1
(18) Would create employment opportunities for unemployed teachers.	23.5	64.2	9.2	2.7	B_1	27.0	59.6	10.6	1.8	B_1
(19) PPT Teachers could be considered to lack professional commitment.	5.9	18.1	48.5	26.7	B_1	5.0	16.7	52.1	24.8	B_1
(20) Would create greater opportunities for teachers to improve their qualifications.	25.6	57.7	14.0	2.4	B_1	23.8	61.7	12.1	2.1	B_1
(21) Would discourage beginning teachers from applying for full time employment in disadvantaged areas.	7.8	49.1	38.3	2.7	C_2	8.9	50.7	36.9	2.1	C_2
(22) Would make it increasingly difficult to obtain accurate manpower predictions for teacher supply and demand.	7.3	36.1	50.4	4.6	B_2	6.4	40.4	45.4	6.0	B_2
(23) For maximum benefits PPT Teaching should be implemented immediately.	12.7	34.0	41.8	11.1	C_2	12.4	37.2	42.6	6.7	C_2
(24) To minimize administrative difficulties PPT Teaching should be implemented gradually.	14.6	50.1	30.7	4.6	C_2	16.0	51.1	27.7	3.9	C_1

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus

* Because some respondents provided inaccurate data some t
not equal 100 per cent

Table 18

EFFECTS: PPTT AND EFFECTS UPON TEACHING AND ADMINISTRATION OF SCHOOLS

Variables	CITY				Classification	COUNTRY				Classification
(25) Would create administrative problems at the Head Office level in Sydney.	10.8	44.2	39.6	4.3	C_2	8.2	44.7	40.1	6.0	C_2
(26) Would create administrative problems at the Regional Office level.	9.7	41.8	43.1	4.0	C_2	6.4	47.2	41.1	4.6	C_2
(27) Would create administrative problems at the secondary school level.	12.1	39.1	45.6	2.7	C_2	8.5	41.8	42.9	5.7	C_2
(28) Would reduce teaching effectiveness.	8.6	16.7	55.5	18.3	B_1	7.1	14.5	55.3	22.3	B_1
(29) PPT Teachers would have less influence in school affairs than F.T. teachers.	15.1	53.4	25.6	5.1	C_1	9.9	55.3	29.4	4.3	C_2
(30) PPT Teachers should have less influence in schools affairs than F.T. teachers.	6.7	26.7	52.6	11.6	B_2	8.9	28.0	50.4	11.3	B_2
(31) Problems would arise when PPT Teachers wished to return to F.T. teaching.	6.5	42.9	43.9	6.2	B_2	4.3	43.3	45.4	5.7	B_2
(32) PPT Teachers desiring to return to F.T. teaching should be given preferential treatment.	6.7	44.5	37.5	8.4	C_2	7.1	40.1	42.2	9.6	C_2
(33) School Administrators (Principal/Deputy Principal) should not be able to work on a PPT basis.	35.8	42.3	15.4	5.9	C_1	39.0	39.0	18.4	2.5	C_1
(34) Would place a heavier burden on co-ordinators of teaching programs.	22.4	48.5	26.1	2.4	C_1	16.0	55.7	25.9	2.5	C_1
(35) Would place a heavier burden on administrators supervising teachers.	19.4	39.9	37.2	3.0	C_2	13.1	44.0	40.0	2.5	C_2
(36) Would add to the fragmentation of secondary instruction.	14.8	29.9	49.6	4.6	B_2	11.3	31.2	49.3	5.7	B_2
(37) Would erode effective pupil-teacher relationships.	10.2	18.3	58.5	12.4	B_1	8.9	17.0	62.4	10.3	B_1

Table 18 (cont.)

EFFECTS: PPTT AND EFFECTS UPON TEACHING AND ADMINISTRATION OF SCHOOLS (continued)										
Variables	CITY				Classification	COUNTRY				Classification
(38) Would create problems in classroom management of pupils.	10.8	24.3	54.7	9.2	B_2	10.6	23.4	58.9	6.0	B_2
(39) Would enable students to have contact with a more varied range of adult experiences.	9.4	74.7	11.3	1.9	B_1	12.1	73.4	9.9	3.6	B_1
(40) There should be a specified minimum period of time allocated for PPT Teaching.	22.6	59.8	12.1	3.8	C_1	23.4	55.3	17.4	2.1	C_1
(41) The period of employment for PPT Teaching positions should be flexible.	8.4	63.6	19.9	5.1	B_1	7.1	67.7	18.4	5.7	B_1
(42) Employment period for PPT Teaching position should be negotiated with school administrators on an individual basis.	11.9	60.1	20.2	5.9	C_1	12.8	59.9	20.9	4.3	C_1
(43) There should not be a maximum specified period for PPT Teaching.	13.7	56.1	22.4	5.7	B_1	10.6	59.9	22.3	5.0	B_1

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus.

* Because some respondents provided inaccurate data some totals do not equal 100 per cent.

Table 19

EFFECTS: PPTT AND EFFECTS ON SOCIAL LIFE

Variables	CITY				Classification	COUNTRY				Classification
(44) Would lead to a change in attitudes towards parental responsibilities.	4.0	26.1	58.5	6.7	B_2	3.9	28.4	54.3	8.5	B_2
(45) Would provide an alternative for teachers involved in severe physical crisis.	14.8	67.9	12.7	2.7	B_1	14.5	67.7	13.5	3.2	B_1
(46) Would provide an alternative for teachers experiencing severe emotional crisis.	12.7	61.5	20.2	4.0	B_1	15.2	64.9	16.0	2.8	B_1
(47) Would provide an alternative for teachers who have specific domestic problems.	22.4	71.2	4.0	1.1	B_1	23.0	72.0	3.5	0.7	B_1
(48) Would create opportunities for teachers wanting to experiment with alternative life styles.	16.4	67.9	10.2	3.2	B_1	18.1	68.1	9.6	2.8	B_1
(49) Would better enable working single parents to meet their family responsibilities.	27.0	64.2	6.7	0.8	B_1	29.1	65.2	3.9	1.1	B_1
(50) Would not be suited to the needs of single parents because of the high cost of living.	6.5	22.4	59.6	8.6	B_1	3.5	13.1	71.3	9.6	B_1
(51) Would enable working single parents to devote more time to their children.	21.0	70.6	4.9	1.1	B_1	22.0	71.6	4.3	0.7	B_1
(52) Would facilitate effective community participation in school based decision making.	3.8	35.3	47.4	8.9	C_2	3.2	37.6	47.5	8.5	C_2
(53) Should be available to those in the community with special interests and talents.	15.6	60.9	17.8	3.8	B_1	17.0	59.2	15.6	6.7	B_1
(54) Would create opportunities for ethnic groups to contribute towards the education of all children.	8.4	63.9	22.9	2.2	B_1	7.8	69.5	16.7	4.3	B_1
(55) Ethnic groups participation would enable students from these backgrounds to preserve their cultural heritage.	10.0	69.8	15.4	2.4	B_1	10.3	73.0	11.7	3.2	B_1

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus.

* because some respondents provided inaccurate data some totals do not equal 100 per cent.